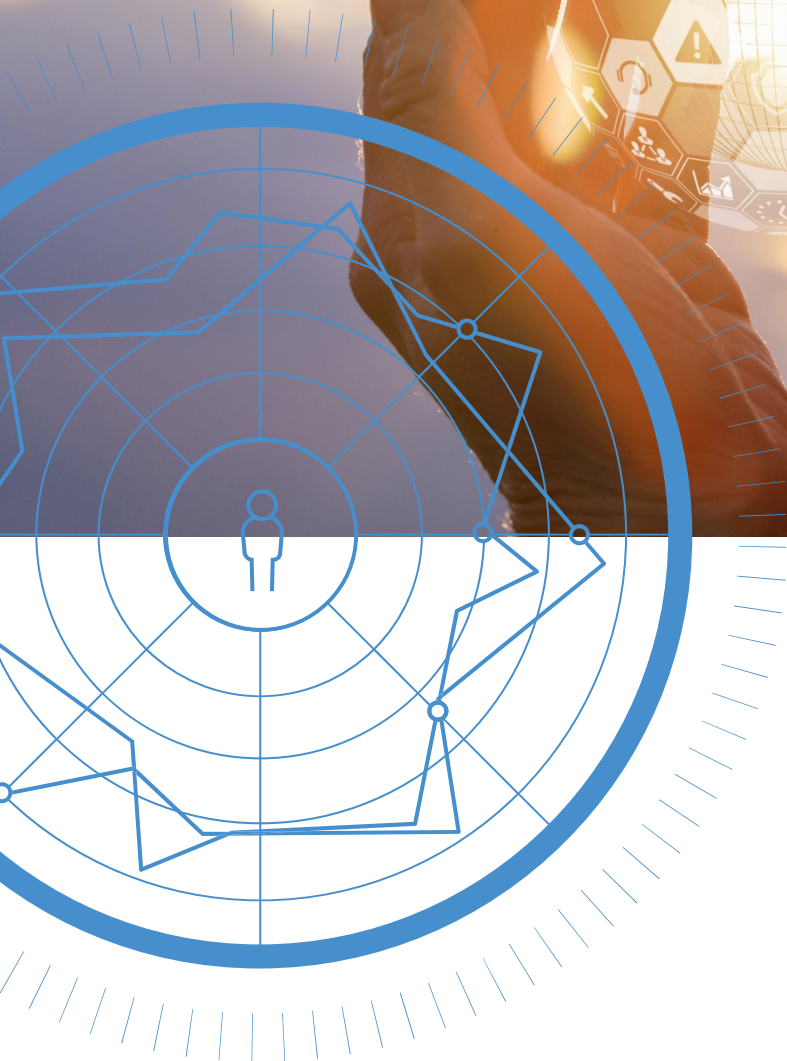


Name

Your ISA 360 Feedback Report



ISA ^{360°}
growing safer leaders

PARTNER
LOGO

ISA 360 Degree Feedback Report

This report contains detailed feedback collected from the respondent and up to 10 colleagues as part of the Integral Safety Assessment 360.

The survey measured how the respondent and others perceive their practices and behaviours in the context of Integral Safety, specifically the leadership practices that demonstrate Integral Safety Leadership. Qualitative feedback was also captured via open ended questions, to assist in quantifying the feedback and providing clear opportunities for development with real examples.

This report can be read in conjunction with the self-development guide provided, where further information on what is measured, and the development approach is outlined.

Disclaimer

The ISA 360 questionnaire has been designed by Veraison to help partnering organisations gauge the level of awareness in relation to Integral Safety and engagement in the associated safety practices by the current chosen level of employees. Although the instrument, when analysed indicated the sought-after qualities of validity and reliability, the absence of norming data makes it unrealistic to make strong validation and reliability claims. Veraison is in the process of further reliability, validity and norming testing. It is therefore recommended that the questionnaire is not used outside the scope of its original design and specific intent. This report is for self-development purposes only and should not be used for recruitment or promotion purposes.

Your Results, March 2021

This report brings together feedback given about your performance by:

Your view	1 response
Line manager	2 response
Peers	5 responses
Direct reports	4 responses

Summary of Top Strengths and Areas to Improve

The goal of 360 degree feedback is for you to use the feedback for personal development, to help you grow and achieve more in your career.

You were given feedback on 36 different areas. We recommend that you focus on your top strengths and areas to improve, listed below.

Your top 5 strengths

1. Actively cares
2. Why, safely
3. Actively Shares
4. Welcomes reporting
5. Provides respectful fback

Each person gave you a score (out of 5) for your current performance for each of the areas in the assessment. Your top 5 strengths are the areas for which, on average, you were given the highest scores.

Your top 5 areas to improve

1. Gathers info
2. Seeks others perspectives
3. Seeks to understand
4. Balanced
5. Practices self-care

Each person also gave you a score for your desired performance. The top 5 areas to improve are those for which the gap between your current performance and your desired performance is largest.

Summary of Performance

Participant was described by his raters as someone who “is an exemplary safety leader, that demonstrates his commitment on a daily basis”. He “builds open and honest rapport with all levels of the organisation, resulting in trust and credibility”. The feedback suggested he does a good job of raising safety issues and sharing them with the business at any opportunity he can, ensuring all levels of the organisation have a voice. His raters identified him as someone who will always make time for his team and engages in genuine conversations.

Participant’s top 5 strengths identified by the quantitative data (see below) were also reflected in the qualitative data as his raters described him as:

- Someone who “shares many safety moments in a range of forums, including his involvement with the Central Health and Safety Engagement Committee” and “informs team members when issues have been raised.”
- “Drives the right behaviours and empowers those less confident to make the call to stop the job.”
- “Shows genuine interest in you as a person and potential impact of life factors outside of work”; “he has genuine conversations to understand issues, tension points and development areas, and will follow-up with actions that demonstrate care.”
- “Dedicates time to speak with others” and “shows vulnerability when sharing powerful safety messages that are personal to him. “
- “He supports initiatives such as Mental Health Champions and authentically leads by example with an unwavering commitment to the Safety, Health, and Wellbeing of our people.”

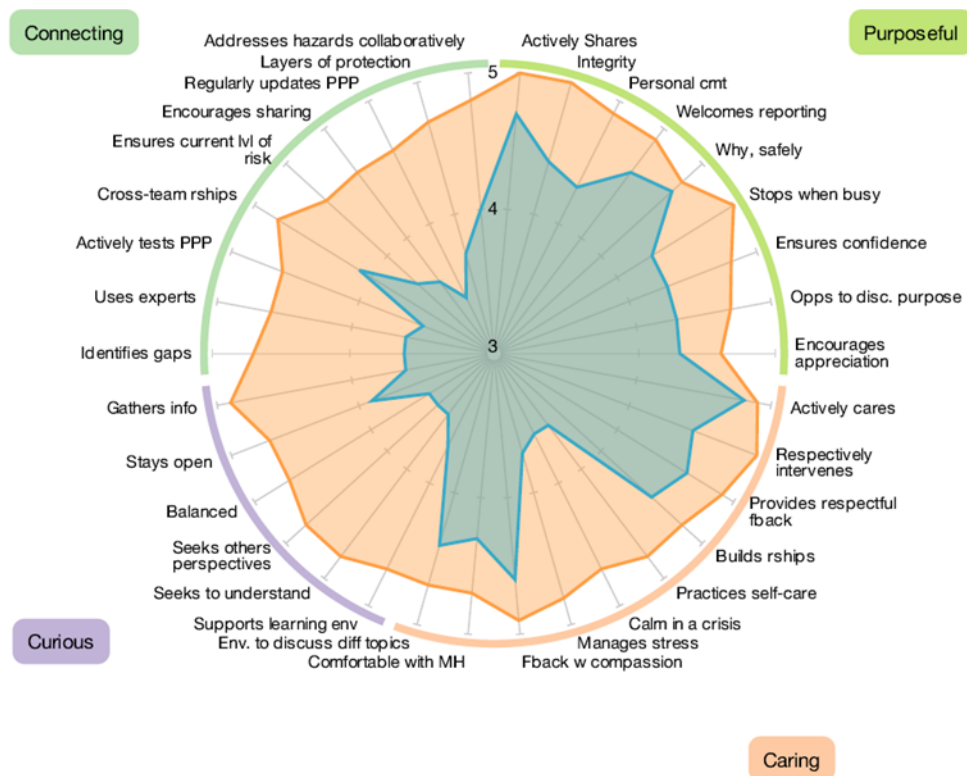
The general feedback from both the qualitative and quantitative information suggested Participant’s biggest opportunity to transform his impact on safety would be to maintain a balance in competing priorities and ensure he is protecting time for his own self-care; and staying open to others’ ideas and suggestions when under pressure. This would include trusting the workforce onsite to anticipate possible hazards and allowing opportunity for others to contribute to safety solutions.

Participant’s raters suggested he could have a more significant impact on safety and performance if he took time for himself and demonstrated greater work-life balance. Comments of this nature included:

- “Participant is extremely approachable and relatable which can sometimes impact his priorities and work-life balance.”
- “Focus on high risk: dedicate more time and resources to these to ensure high quality outcomes”.
- “Always ask if we can eliminate or substitute this risk rather than continue managing it.”
- “Occasionally he will go straight to a solution without necessarily testing or seeking input from a wider group”. He “tends to answer questions without giving others an opportunity to speak, which unintentionally discourages contribution.”

Spidergraph

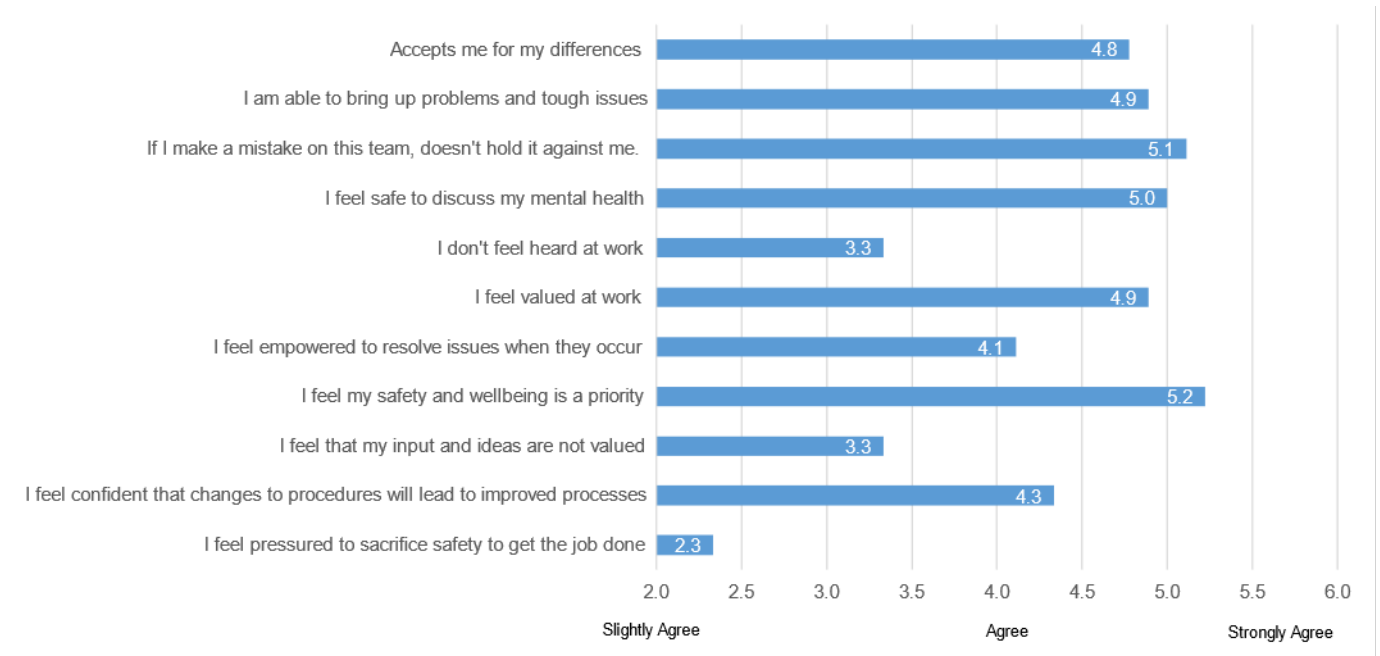
The spidergraph below shows all of the areas you were assessed against and the average scores given by people assessing you (not including your own score).



N=12

Impact on Others

Raters were asked a series of questions to understand the impact of the respondent's behaviour on them. The following graph provides the average response across all raters to the following statement:



Suggestions to Transform

Based on the data collected and summarised in this report Participant would benefit from the following suggestions to transform in his role as a Safety Leader:

- Focus on his own self-care. Find a balance between being supportive of others and being an authentic role model that equally values his own work-life balance (rather than saving the day). Look at Section Caring Actively under Resilience and Wellbeing.
- Expand his access to the workforce, specifically seeking different perspectives that would add value to his own understanding of the situation. Build on his already developed relationships and listening skills to seek out alternative views, from a position of 'learner,' to improve his overall effectiveness. Take a look at Section Curiosity in your self-development guide, under "Do you have a Knower or Learner Mindset?" for resources on this.
- Focus on improving across the Curiosity intentional state. This would involve seeking more input from others and taking a proactive approach to seeking to understand other people's perspectives rather than the temptation to 'help' or 'fix' it himself. Have a look at Section Curiosity under "being curious to look beyond the numbers" and "trust and empower people in the process" for guidance on building this into your practice.
- While the qualitative comments very clearly state Participant consults, seeks feedback and informs others, this is different to collaboration. To help the team develop a stronger and deeper relationship with safety, ask more questions about their safety concerns, what they see as their role in operating safely and offering ideas on how to improve safety and effectiveness. This will help others feel included in safety conversations and open to contributing more. In your self-development guide

The four intentional states are interrelated practices of high-performance safety. According to the integral safety culture model, the effectiveness of each area is dependent on the performance of each of the others individual area i.e. for a leader to be effective in safety leadership they need to focus on becoming 'great,' at all intentional states.

Appendix: Detailed Results



Your Top Strengths

“Playing to your strengths” is a great way to improve your performance. When you know what your strengths are, you can look at ways of making better use of them, and consider developing them further.

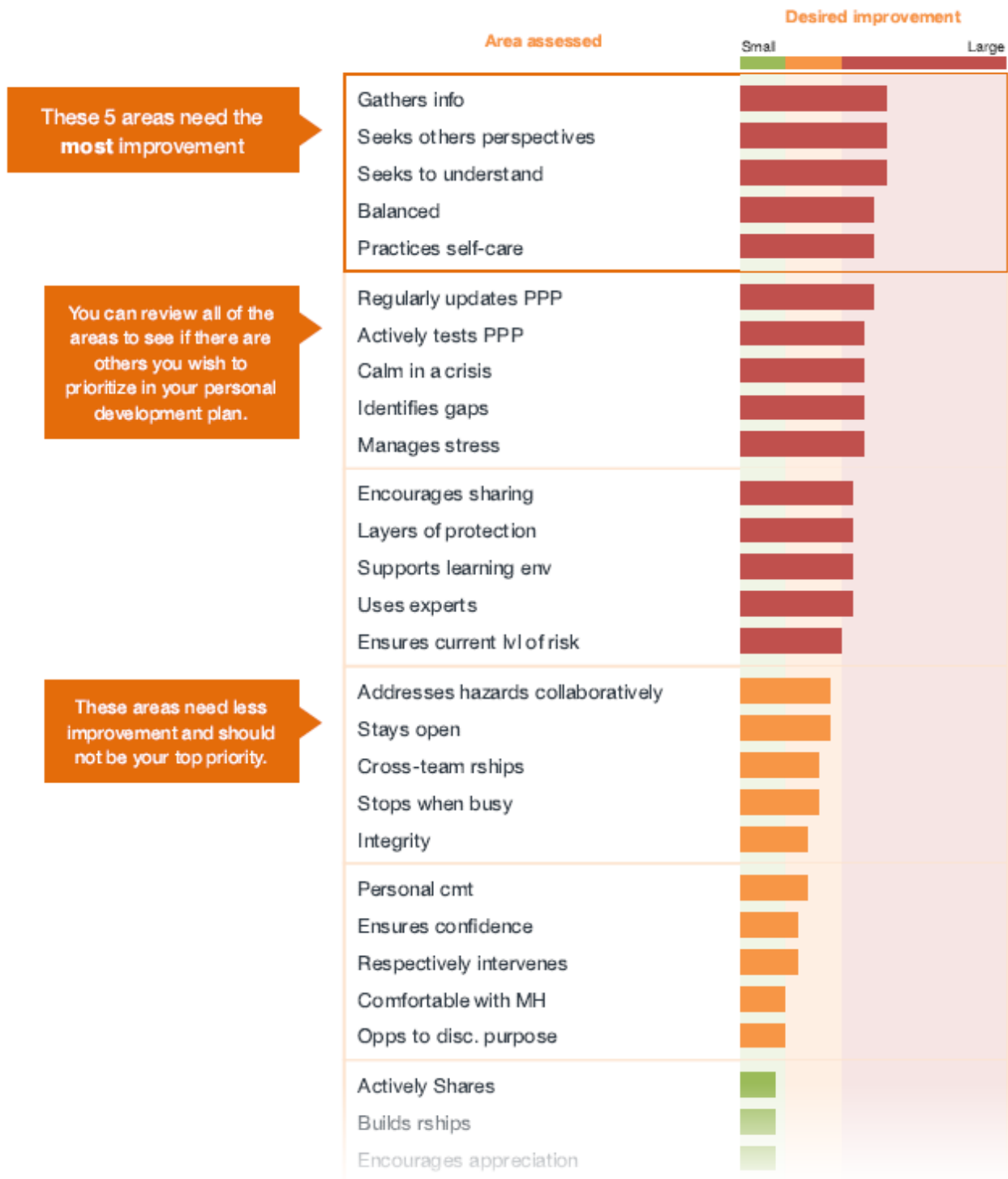
Your colleagues rated the areas below as your top strengths. Review whether you understand and agree with your colleagues, or if there are any surprises to discuss with your manager.



Your Top Areas to Improve

Your colleagues were asked to rate both your current and desired performance. The areas that your colleagues think you would benefit most from improving are listed below.

Review if you agree with the areas below, or if there are any surprises to discuss with your manager. You may wish to tackle one or more of these areas in your personal development plan.



How Different Groups Rated your Top Areas to Improve

Different groups of colleagues may have different views on which areas need most improvement. This can help to explain why certain areas have come out top, and why others have not.

Compare the views below and think about why there are differences.

This column shows the average amount of desired improvement.
Note: We do not include your view when calculating this average

You can compare the different views of respondents below.

Area assessed	Desired improvement (average)		Your view	Direct manager	Peers	Direct reports
	Small	Large				
Gathers info			Large	Large	Large	Large
Seeks others perspectives			Large	Large	Medium	Large
Seeks to understand			Large	Large	Medium	Large
Balanced			Large	Large	Large	Large
Practices self-care			Large	Large	Medium	Large
Regularly updates PPP			Large	Large	Large	Large
Actively tests PPP			Large	Small	Large	Large
Calm in a crisis			Large	Large	Medium	Large
Identifies gaps			Large	Large	Large	Large
Manages stress			Large	Large	Medium	Large
Encourages sharing			Large	Large	Medium	Large
Layers of protection			Large	Large	Medium	Large
Supports learning env			Large	Large	Medium	Large
Uses experts			Small	Large	Medium	Large
Ensures current lvl of risk			Large	Small	Medium	Large
Addresses hazards collaboratively			Large	Medium	Medium	Large
Stays open			Large	Medium	Medium	Large
Cross-team rships			Large	Medium	Medium	Large
Stops when busy			Large	Small	Medium	Large
Integrity			Large	Medium	Medium	Medium
Personal cmt			Large	Large	Medium	Medium
Ensures confidence			Large	Small	Medium	Medium
Respectively intervenes			Large	Small	Medium	Medium
Comfortable with MH			Large	Medium	Small	Medium
Opps to disc. purpose			Small	Medium	Medium	Small

Actively Shares	■	Large	Small	Small	Medium
Builds rships	■	Large	Small	Small	Medium
Encourages appreciation	■	Large	Medium	Small	Medium
Env. to discuss diff topics	■	Large	Medium	Small	Medium
Fback w compassion	■	Large	Medium	Small	Medium
Provides respectful fback	■	Large	Medium	Small	Small
Welcomes reporting	■	Small	Small	Medium	Small
Actively cares	■	Small	Small	Small	Small
Why, safely	■	Small	Small	Small	Small



How to Read the Results

The detailed results give you a complete breakdown of the feedback given about you. To find feedback on specific areas, use the index located at the end of this report.

The feedback is grouped into 5 sections



At the top of each section, you'll see the scores provided and the amount of desired improvement

If the section included text-based questions, the answers to those questions are shown below.

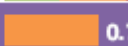


























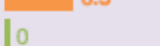









What do the Scores Mean?

For each area, each person gave you a score out of 6 for both your current performance and desired performance. The meaning of each score is shown in the scale below:

1	2	3	4	5	6
Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

The desired improvement is then calculated as the score for desired performance minus the score for current performance. An average gap of 0 to 0.3 is considered small, a gap of 0.4 to 0.8 is considered medium, and a gap larger than 0.9 is considered large.

Purposeful
















		Current performance	Desired performance	Desired improvement
				Small Large
Average scores for Purposeful	Your view	4.3	5	 0.7
	All colleagues	4.4	4.9	 0.5
Actively Shares	Your view	4	5	 1
Ash actively shares commitment for keeping people safe	All colleagues	4.7	5	 0.3
	Direct manager	5	5	 0
	Peers	4.8	5	 0.2
	Direct reports	4.5	5	 0.5
Integrity	Your view	4	5	 1
When it comes to safety, Ash does what they say they will do	All colleagues	4.4	5	 0.6
	Direct manager	4.5	5	 0.5
	Peers	4.4	5	 0.6
	Direct reports	4.3	5	 0.7
Personal cmt	Your view	4	5	 1
Ash demonstrates high level of personal commitment to safe work practices	All colleagues	4.3	4.9	 0.6
	Direct manager	4	5	 1
	Peers	4.4	4.8	 0.4
	Direct reports	4.3	5	 0.7
Welcomes reporting	Your view	5	5	 0
Ash welcomes reporting all kinds of hazards	All colleagues	4.6	4.9	 0.3
	Direct manager	5	5	 0
	Peers	4.4	4.8	 0.4
	Direct reports	4.8	5	 0.2
Why, safely	Your view	5	5	 0
Ash discusses the reasons why working safely is important	All colleagues	4.7	4.8	 0.1
	Direct manager	5	5	 0
	Peers	4.6	4.6	 0
	Direct reports	4.8	5	 0.2
Stops when busy	Your view	4	5	 1
Ash stops to attend to an unsafe act/condition, even when busy	All colleagues	4.3	5	 0.7
	Direct manager	5	5	 0
	Peers	4.2	5	 0.8
	Direct reports	4	5	 1
Ensures confidence	Your view	4	5	 1
Ash ensures that staff feel confident they can stop the job, even when busy	All colleagues	4.3	4.8	 0.5
	Direct manager	5	5	 0
	Peers	4	4.6	 0.6
	Direct reports	4.3	5	 0.7

Opps to disc. purpose	Your view	5	5	0
Ash creates opportunities to discuss how our work supports the purpose of the company	All colleagues	4.3	4.7	0.4
	Direct manager	4.5	5	0.5
	Peers	4	4.6	0.6
	Direct reports	4.5	4.8	0.3
Encourages appreciation	Your view	4	5	1
Ash encourages the team to appreciate each other when they work more safely	All colleagues	4.3	4.6	0.3
	Direct manager	4.5	5	0.5
	Peers	4.4	4.4	0
	Direct reports	4	4.8	0.8



Caring

		Current performance	Desired performance	Desired improvement
				Small ■ Large ■
Average scores for Caring				
	Your view	3.6	5	1.4
	All colleagues	4.3	4.8	0.5
Actively cares	Your view	5	5	0
Ash actively cares about the safety and wellbeing of others	All colleagues	4.8	4.9	0.1
	Direct manager	5	5	0
	Peers	4.8	4.8	0
	Direct reports	4.8	5	0.2
Respectfully intervenes	Your view	4	5	1
Ash respectfully intervenes when they see someone working in a less safe manner	All colleagues	4.5	5	0.5
	Direct manager	5	5	0
	Peers	4.4	5	0.6
	Direct reports	4.5	5	0.5
Provides respectful fback	Your view	4	5	1
Ash provides feedback to others in a respectful manner	All colleagues	4.6	4.9	0.3
	Direct manager	4.5	5	0.5
	Peers	4.6	4.8	0.2
	Direct reports	4.8	5	0.2
Builds rships	Your view	3	5	2
Ash spends time to get to know others personally	All colleagues	4.5	4.8	0.3
	Direct manager	5	5	0
	Peers	4.6	4.6	0
	Direct reports	4.3	5	0.7
Practices self-care	Your view	2	5	3
Ash effectively practices self-care	All colleagues	3.6	4.8	1.2
	Direct manager	3	5	2
	Peers	4	4.6	0.6
	Direct reports	3.5	5	1.5
Calm in a crisis	Your view	4	5	1
Ash provides a sense of calm even in crisis	All colleagues	3.6	4.7	1.1
	Direct manager	3.5	5	1.5
	Peers	3.8	4.6	0.8
	Direct reports	3.5	4.8	1.3
Manages stress	Your view	3	5	2
Ash manages stress well	All colleagues	3.7	4.8	1.1
	Direct manager	3.5	5	1.5
	Peers	4	4.6	0.6
	Direct reports	3.5	5	1.5

Fback w compassion	Your view	4	5		1
Ash feedback on performance is balanced with compassion for the person	All colleagues	4.6	4.9		0.3
	Direct manager	4.5	5		0.5
	Peers	4.8	4.8		0
	Direct reports	4.5	5		0.5
Comfortable with MH	Your view	4	5		1
Ash is comfortable when team members raise mental health concerns	All colleagues	4.3	4.7		0.4
	Direct manager	4.5	5		0.5
	Peers	4.4	4.6		0.2
	Direct reports	4	4.8		0.8
Env. to discuss diff topics	Your view	3	5		2
Ash creates an environment where team members can discuss difficult topics	All colleagues	4.4	4.7		0.3
	Direct manager	4.5	5		0.5
	Peers	4.6	4.6		0
	Direct reports	4	4.8		0.8










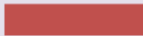


Curious

		Current performance	Desired performance	Desired improvement
				Small Large
Average scores for Curious				
	Your view	3.2	5	1.8
	All colleagues	3.6	4.8	1.2
Supports learning env Ash supports actively seeking information and ideas to create a learning environment	Your view	4	5	1
	All colleagues	3.7	4.7	1
	Direct manager	4	5	1
	Peers	4	4.6	0.6
	Direct reports	3.3	4.8	1.5
Seeks to understand Ash seeks to understand all perspectives when something goes wrong	Your view	3	5	2
	All colleagues	3.5	4.8	1.3
	Direct manager	3.5	5	1.5
	Peers	3.8	4.6	0.8
	Direct reports	3.3	5	1.7
Seeks others perspectives Ash makes sure others' perspectives are fully understood	Your view	3	5	2
	All colleagues	3.5	4.8	1.3
	Direct manager	3.5	5	1.5
	Peers	3.8	4.6	0.8
	Direct reports	3.3	5	1.7
Balanced Ash keeps a balance between asking questions and giving opinions	Your view	3	5	2
	All colleagues	3.5	4.7	1.2
	Direct manager	4	5	1
	Peers	3.4	4.4	1
	Direct reports	3.3	5	1.7
Stays open Ash stays open to new information on how to improve performance	Your view	3	5	2
	All colleagues	3.9	4.7	0.8
	Direct manager	4.5	5	0.5
	Peers	4	4.6	0.6
	Direct reports	3.5	4.8	1.3
Gathers info Ash gathers information and ideas before making conclusions	Your view	3	5	2
	All colleagues	3.6	4.9	1.3
	Direct manager	3.5	5	1.5
	Peers	3.8	4.8	1
	Direct reports	3.5	5	1.5

Connecting

		Current performance	Desired performance	Desired improvement
				Small Large
Average scores for Connecting	Your view	3.4	4.7	1.3
	All colleagues	3.7	4.7	1
Identifies gaps Ash identifies gaps in safety performance and works to resolve them	Your view	3	5	2
	All colleagues	3.6	4.7	1.1
	Direct manager	4	5	1
	Peers	3.6	4.6	1
	Direct reports	3.5	4.8	1.3
Uses experts Ash encourages the team to use experts outside the immediate team, if necessary, to address risk	Your view	4	4	0
	All colleagues	3.6	4.6	1
	Direct manager	3.5	5	1.5
	Peers	3.8	4.4	0.6
Actively tests PPP Ash supports actively testing processes and procedures to determine their effectiveness	Your view	3	4	1
	All colleagues	3.5	4.6	1.1
	Direct manager	5	5	0
	Peers	3.4	4.4	1
Cross-team rships Ash actively builds good working relationships with other teams to help get work done well and safely	Your view	4	5	1
	All colleagues	4.1	4.8	0.7
	Direct manager	4.5	5	0.5
	Peers	4.2	4.6	0.4
Ensures current lvl of risk Ash encourages ongoing discussions to ensure current level of risk is understood and acceptable	Your view	4	5	1
	All colleagues	3.7	4.6	0.9
	Direct manager	5	5	0
	Peers	4	4.4	0.4
Encourages sharing Ash encourages sharing resources with other teams to achieve the organisations purpose	Your view	3	4	1
	All colleagues	3.6	4.6	1
	Direct manager	4	5	1
	Peers	3.6	4.4	0.8
Regularly updates PPP Ash regularly updates procedures so they reflect best practice	Your view	2	5	3
	All colleagues	3.4	4.6	1.2
	Direct manager	4	5	1
	Peers	3.6	4.6	1
	Direct reports	2.8	4.5	1.7

Layers of protection	Your view	4	5	 1
Ash ensures appropriate layers of protection are used in managing hazards	All colleagues	3.7	4.7	 1
	Direct manager	4	5	 1
	Peers	4	4.6	 0.6
	Direct reports	3.3	4.8	 1.5
Addresses hazards collaboratively	Your view	4	5	 1
Ash encourages working together to address hazards	All colleagues	4	4.8	 0.8
	Direct manager	4.5	5	 0.5
	Peers	4	4.6	 0.6
	Direct reports	3.8	5	 1.2







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Creating thriving organisations